

**THE EFFECT OF USING QUESTION GENERATION STRATEGY  
TOWARDS READING COMPREHENSION OF THE SECOND  
YEAR STUDENTS AT MA ISLAMIC CENTRE  
AL-HIDAYAH KAMPAR**



**BY**

**NURHAILIS  
NIM. 10914005136**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1434 H/2013 M**

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Thesis

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By

**NURHAILIS**  
**NIM. 10914005136**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
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## ABSTRAK

**Nurhailis(2013): Pengaruh Penggunaan Strategi Question Generation terhadap Pemahaman Membaca Siswa pada Kelas Dua di MA Islamic Centre Al-Hidayah Kampar.**

Berdasarkan penelitian pendahuluan penulis dengan bertanya kepada seorang guru bahasa Inggris. Ada beberapa masalah yang dihadapi oleh siswa dalam bahasa Inggris terutama dalam pemahaman bacaan teks pada narrative, beberapa masalahnya adalah sebagian siswa lemah dalam menguasai kosakata, sebagian siswa tidak mampu mengidentifikasi ide pokok dari teks narrative, sebagian siswa tidak mampu menemukan informasi dari teks narrative, sebagian siswa tidak mampu memahami makna dari narrative text dan sebagian siswa tidak mampu dalam membuat kesimpulan dari narrative text. Jadi, penulis tertarik untuk melakukan penelitian tentang masalah tersebut.

Penelitian ini dilakukan di MA Islamic Centre Al-Hidayah Kampar. Subjek dari penelitian ini adalah siswa tahun kedua MA Islamic Centre Al-Hidayah Kampar, dan objek dari penelitian ini adalah pengaruh penggunaan strategi Question Generation terhadap pemahaman bacaan. Adapun jenis penelitiannya adalah Quasi-Eksperiment dan desain penelitian adalah non-equivalen group control.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan jumlah populasi adalah 109 siswa. Mereka dalam dua kelas; XI IPA 1 terdiri dari 29 orang dan XI IPA 2 terdiri dari 30 orang. Dikarenakan jumlah populasi lebih besar dari pada 100, penulis menggunakan cluster sampling dengan memutuskan kelas XI IPA 1 sebagai kelas experiment dan kelas XI IPA2 sebagai kelas control. Untuk mengumpulkan data, penulis menggunakan test tertulis, Untuk data analisisnya, penulis menggunakan software SPSS 20 dan manual.

Setelah data dianalisis, penulis menemukan hasil dari menganalisis data, dimana  $T_o$  menunjukkan 4.221, pada level signifikan 5% adalah 2.00, dan pada level signifikan 1% adalah 2.65. Dapat dibaca  $2.00 < 4.221 < 2.65$ . Jadi  $T_o$  lebih tinggi dari  $T_{table}$ . Oleh karena itu, Itu berarti null hypothesis ( $H_o$ ) ditolak, dan alternative hypothesis ( $H_a$ ) diterima. Dengan kata lain, ada pengaruh yang signifikan dari penggunaan strategi Question Generation Strategy terhadap pemahaman membaca siswa tahun kedua MA Islamic Centre Al-Hidayah Kampar.

يليس ( ) : تأثير إستخدام إستراتيجيات جيل سؤال إلي فهم القراءة للطلاب في السنة الثانية بالمدرسة عالية المركز الإسلامي الهداية

تم إجراء البحث لأن بعض العقبات التي تواجه الطلاب في تعلم اللغة الإنجليزية، وخاصة في الفهم القراءة في النص السردي. بعض من المشكلة هو أن غالبية الطلبة ضعيفة في المفردات اتقان، وبعض الطلاب لم تكن قادرا على التعرف على الفكرة الرئيسية للنص السردي، ومعظم الطلاب لم تكن قادرا على العثور على معلومات من النص السردي، ومعظم الطلاب لم تكن قادرا على فهم معنى النصوص السردية ومعظم الطلاب لم تكن قادرا على جعل استدلالات من النص السردي .

وقد أجريت هذه الدراسة لتحديد ما إذا كان هناك تأثير كبير استخدام استراتيجية جيل سؤال على الفهم القراءة في الصف الثاني بالمدرسة عالية المركز الإسلامي الهداية كمفار. أثار الباحثون صياغة المشكلة التي سوف يتم الرد عليها عن طريق استخدام البحث الكمي.

نوع هو تصميم شبه تجريبي يستخدم مجموعات المراقبة غير ما يعادلها. يستند هذا التصميم على ما قبل الاختبار، وبعد الاختبار، واستخدام فئة عنصر التحكم الذي يلعب دورا في هذه الدراسة. السكان في هذه الدراسة كلها الثاني العام الدراسي فئة ٢٠١٢/٢٠١٣ عدد السكان هو ١٠٩ طالبا وينقسم إلى ٤ فصول. لأن عدد السكان أكثر من ١٠٠، الكتاب المحليين اتخاذ، 1 IPA XI تتألف من ٢٩ طالبا IPA 2 XI يتكون من ٣٠ طالبا. العينة المستخدمة أخذ العينات العنقودية. تقرر كطبقة 1 IPA XI والفئة 2 IPA XI التجربة كمجموعة تحكم. يستخدم المؤلف اختبار كتابي. لتحليل البيانات، فقد استخدم القائمون على SPSS البرمجيات ودليل.

مرة واحدة تحليلها، وجد الباحثون أن نتائج تحليل البيانات هو ٢٢١,٤، مقارنة مع جدول تي ذات دلالة إحصائية عند ٥٪ (٠,٢)، وذات دلالة إحصائية عند مستوى ١٪ (٢,٦٥). لتكون أعلى من الجدول تي. لذلك، فهذا يعني أن فرضية العدم (هو) مرفوض وتلقي فرضية بديلة (ها). وبعبارة أخرى، كان هناك تأثير كبير استخدام إستراتيجيات جيل سؤال إلي فهم القراءة للطلاب في السنة الثانية بالمدرسة عالية المركز الإسلامي الهداية كمفار.

تأثير استخدام إستراتيجيات جيل سؤال إلي فهم القراءة للطلاب في السنة الثانية بالمدرسة عالية المركز  
الإسلامي الهداية كمفار

## ABSTRACT

**Nurhailis (2013): The Effect of Using Question Generation Strategy towards Reading Comprehension of the Second Year Students at MA Islamic Centre Al-Hidayah Kampar**

This research was conducted because some problems were faced by students in learning English especially in reading comprehension of narative text. Some of the problems were; some of students are poor vocabulary mastery, some of students are not able to identify main idea, some of students not able to get information, some of students are able to comprehend the meaning, and some of students are able to make inference.

The purpose to know whether there is a significant effect of using Question Generation strategy towards reading comprehension of the second year students at MA Islamic Centre Al-Hidayah Kampar. The writer carried out the formulation of the problems that would be answered by using the research quantitative.

That was quasi-experimental research by using non-equivalent control group design. The design based on pretest, posttest, and the use of a control group was employed in this research. The population of this research was all of the second year students in the academic year of 2012/2013 in which the total number of the students 109 students and divided into 4 classes. Because of the number of population was higher than 100. The writer took 2 classes; XI IPA1 consisted of 29 students and XI IPA 2 consisted of 30 students. Sample was gained by cluster sampling, deciding class XI IPA1 as an experimental class and XI IPA 2 as control class. In collecting the data the writer used test. The test used was written test. In analyzing the data, the writer used SPSS.20 and manually.

After analyzing the data, the writer found the result of analysis the data was 4.221. It was compared to *t-table* at significant level 5% (2.00) and at significant level 1% (2.65).  $T_o$  was higher than  $t_{table}$ . Therefore, null hypothesis ( $H_o$ ) is rejected, and alternative hypothesis ( $H_a$ ) is accepted. In other words, there is a significant effect of using Question Generation strategy towards reading comprehension of the second year students at MA Islamic Centre Al-Hidayah Kampar.

## ABSTRAK

**Nurhailis(2013): Pengaruh Penggunaan Strategi Question Generation terhadap Pemahaman Membaca Siswa pada Kelas Dua di MA Islamic Centre Al-Hidayah Kampar.**

Penelitian ini dilakukan karena beberapa kendala yang dihadapi oleh siswa dalam belajar bahasa Inggris terutama dalam pemahaman bacaan teks pada narrative. Beberapa masalahnya adalah sebagian siswa lemah dalam menguasai kosakata, sebagian siswa tidak mampu mengidentifikasi ide pokok dari teks narrative, sebagian siswa tidak mampu menemukan informasi dari teks narrative, sebagian siswa tidak mampu memahami makna dari narrative text dan sebagian siswa tidak mampu dalam membuat kesimpulan dari narrative text.

Penelitian ini dilaksanakan untuk mengetahui apakah ada pengaruh yang signifikan penggunaan strategi Question Generation terhadap pemahaman bacaan pada siswa kelas dua di MA Islamic Centre Al-Hidayah Kampar. Peneliti mengangkat rumusan masalah yang akan di jawab dengan menggunakan penelitian kuantitatif.

Jenisnya adalah kuasi eksperimen yang menggunakan rancangan kelompok-kontrol nonekuivalen. Rancangan ini berdasarkan pada pra-tes, pasca-tes dan penggunaan kelas control yang berperan dalam penelitian ini. Populasi pada penelitian ini adalah seluruh kelas dua tahun akademik 2012/2013 yang jumlah populasinya 109 siswa dan dibagi menjadi 4 kelas. Karena populasinya lebih dari 100. Penulis mengambil 2 lokal, XI IPA 1 terdiri dari 29 siswa dan XI IPA 2 terdiri dari 30 siswa. Sampel yang digunakan cluster sampling. Diputuskan kelas XI IPA 1 sebagai Eksperimen dan kelas XI IPA 2 sebagai kontrol. Dalam mengumpulkan data. Penulis menggunakan test. Penulis menggunakan test tertulis. Untuk data analisisnya, penulis menggunakan software SPSS 20 dan manual.

Setelah data dianalisis, penulis menemukan hasil dari menganalisis data adalah 4.221, ini dibandingkan dengan  $t_{table}$  pada signifikan 5% (2.00), dan pada level signifikan 1% (2.65).  $T_o$  lebih tinggi dari  $T_{table}$ . Oleh karena itu, Itu berarti null hypothesis ( $H_o$ ) ditolak, dan alternative hypothesis ( $H_a$ ) diterima. Dengan kata lain, ada pengaruh yang signifikan dari penggunaan strategi Question Generation Strategy terhadap pemahaman membaca siswa tahun kedua MA Islamic Centre Al-Hidayah Kampar.

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Nurhailis

NIM: 10914005136

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## CHAPTER 1

### INTRODUCTION

#### A. Background of the Problem

Language is a tool of communication to communicate to the people. One of languages is English. It is a foreign language which the people should be able to get it if they want to communicate broader. Academically, there are four important skills that must be by the student in English. They are reading, writing, speaking and listening. Reading is the one of important skills that should be got and developed by the students. Reading as an interactive and sociocognitive process, involving a text, a reader, and a social context within the activity of reading takes place.<sup>1</sup> According to Patel and Praven, Reading is an important activity in life with which one can update his/ her knowledge. Reading is an important tool for academic success.<sup>2</sup> So, in reading activity they can make their knowledge more than before. Reading is very expensive in learning a language.

According William, reading is centrally a comprehension process.<sup>3</sup> In reading, comprehension is very important. The students read to understand what the writer intended to convey in writing. According to the Longman Dictionary of American English, reading is defined as “the activity of looking at and

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<sup>1</sup> Bernhardt in Marianne Celce-Murcia, *Teaching English as Second and Foreign Language (3<sup>rd</sup> edition)*, New York : Heinle and Heinle, 2001, p. 154

<sup>2</sup> Patel, M.F & Praven M.Jain, *English Language Teaching*, Jaipur: Sunrise Publisher and Distributors, 2008, p. 113

<sup>3</sup> William Grabe, *Reading in A Second Language: Moving From The Theory To Practice*, New York: Cambridge University Press, 2009, p. 14

understanding written words.”<sup>4</sup> So, in reading students do not just read text but also comprehend the text. They can get meaning of a text easily if they have good comprehension in a text. And also they can not catch the point of a text/ main idea without comprehension first. Comprehension is very important in reading. Consistently, Rose in Westwood has observed that without the ability to communicate and learn effectively through reading and writing, individuals are severely disadvantaged for life.<sup>5</sup> Related to this interview, we can know that reading is very needed by the students.

As one of the language skills, reading is taught at school and it is supported by School Based Curriculum (KTSP). In School Based Curriculum, there are two competences namely standard competence and based competence which need to be mastered by the students and there competences are stated in syllabus as guidance for teachers in arranging teaching and learning design or lesson plan.

MA Islamic Centre Al- Hidayah School is one of Islamic Senior High Schools in Kampar Regency and a formal education that is also teach English especially reading skill. With the passing square of the MA Islamic Centre Al-Hidayah Kampar are 70. Reading has been taught since the first year of English teaching period. It is taught twice a week with time duration 45 minutes for an hour. MA Islamic Centre Al-Hidayah Kampar is one of the schools that also uses school based curriculum (KTSP) as their guide in teaching learning process. According to syllabus MA Islamic Centre Al-Hidayah Kampar at the second

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<sup>4</sup>Judy Tilton Brunner, *I Don't Get It! Helping Student Understand What They Read*, Marylan: Rowman & Littlefield Education, 2011, p. 41

<sup>5</sup>Rose in Peter Westwood. *What Teachers Need to Know about Reading and Writing Difficulties*, Australia: Acer Press. 2008, p.2

grade, the based competence of reading English refer to capability of the students in responding the meaning in monolog text or essay that uses written form accurately, fluently, and contextually in the form of text such as report, narrative, spoof, analytical exposition and hortatory.<sup>6</sup>

Based on writer's preliminary research with asking to an English teacher at MA Islamic Centre Al-Hidayah Kampar on March 2012, the teacher used various techniques. The techniques usualluy used is the teacher used skimming strategy to teach the students reading especially narrative text. The first, the teacher asked students to read narrative text. After given the text, the students finds the difficult word in the text to comprehend about text. The last, students to answer the quesions based on the text.<sup>7</sup> They also allowed open their dictionary if it is needed. The students also know narrative text since in the junior high school. Moreover in the first year of senior high school they often make narrative text. Besides they often find narrative text in their library.

Ideally, the students at the second year of MA Islamic Centre Al-Hidayah Kampar should be able to understand the narrative text well. Although the students had been taught reading comprehension by using the way which has been explained above, but students' reading comprehension is still far from the expectation of curriculum itself.. It can be shown in the following symptoms:<sup>8</sup>

1. Some of students are poor in vocabulary mastery

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<sup>6</sup>Tim Penyusun Syllabus, *Syllabus for Class XI MA Islamic Centre Al-Hidayah Kampar year 2012/2013*, unpublished

<sup>7</sup>I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, New York : Routledge, 2009, p. 26

<sup>8</sup> Nurlaini, *Pondok Pesantren Islamic Centre Al-Hidayah Kampar* on March 12<sup>nd</sup> 2012

2. Some of students are not able to identify main idea in narrative text
3. Some of students are not able to get information in narrative text
4. Some of students are not able to comprehend the meaning in narrative text
5. Some of students are not able to make inference in narrative text

Based on the symptoms above, some of the students of the second year at MA Islamic Centre Al-Hidayah Kampar faced problems that should be solved soon. To overcome students' reading comprehension need and appropriate strategy that can help their problem as solution. There is a good strategy that can help students' reading comprehension, it is called Question Generation.

Question Generation strategy is how to generate two types of questions, those linking information across sentences and those related to the most important information.<sup>9</sup> Here, students use questions to make them understand a text. Kamalizad stated that "Question-generation is the purposeful posing and answering of questions about what is read, typically to make inferences or reveal details (why, when, where, who, etc.) and specific information needed to deeply analyze a body of knowledge or process (e.g. investigation, experiment, classification, comparison or contrast), thus promoting progress toward improved reading comprehension"<sup>10</sup> In conclusion, Question Generation can help to improve students' reading comprehension.

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<sup>9</sup> Robert Reid and Torri Ortiz Lienemann, *Strategy Instruction for Students with Learning Disabilities*, New York: The Guilford Press, 2006, p. 153

<sup>10</sup> Jalal Kamalizad, and Kaveh Jalilzadehb, On the Effect of Question-Generation Reading Strategy on the Reading Comprehension of Iranian Intermediate EFL Learners, *International Journal of Current Biological and Medical Science*, 1(4):136-139, 2011, p. 137

Regarding with the symptoms that writers explains above, the write is interested to conduct a research entitle: **“The Effect of Using Question Generation Strategy towards Reading Comprehension of the Second Year Students at MA Islamic Centre Al-Hidayah Kampar”**.

## **B. Definition of the Terms**

### **1. Effect**

According to jack C. Richard effect is measure of the strength of one variable's effect on another or the relationship between two or more variables.<sup>11</sup> In this research, effect is defined as the result of teaching reading treated question generation strategy.

### **2. Question Generation**

Question Generation strategy is how to generate two types of questions, those linking information across sentences and those related to the most important information.<sup>12</sup> In this research, Question Generation strategy is a way to get comprehending in a narrative text withmaking some questions by students themselves. The writer wanted to use this strategy to help the second year students of MA Islamic Centre Al-Hidayah Kampar in comprehending the narrative text.

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<sup>11</sup> Jack C. Richard and Richard Schmidt, *Logman Dictionary of Language Teaching and Applied Linguistic* (3<sup>rd</sup> Edition.), New York: Person Education, 2002, p. 175

<sup>12</sup>Robert Reid and Torri Ortiz Lienemann, *Loc. Cit.*



### 3. Reading

Reading is an interactive process that goes on between the reader and text, resulting in comprehension.<sup>13</sup> In this research, reading is a skill that must be mastered by the students because the students can progress their knowledge and information about everything.

### 4. Comprehension

Comprehension is a process of integrating new sentences with antecedent information in extra sentential structures.<sup>14</sup> In this study, the students comprehend reading text because it can result in the meaning of the text accurately.

## C. The Problem

### 1. Identification of the Problem

Based on the background of the problem above, we can see clearly that some of the students of the second year students at MA Islamic Centre Al-Hidayah Kampar faced some problems in their reading comprehension. The problems were identified as follows:

- a. What do some of the students have limited vocabulary?
- b. What are some of the students not able to identify the main idea in narrative text?
- c. How are some of the students not able to get information in narrative text?

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<sup>13</sup> Kalayo Hasibuan and Muhammad Fauzan Anshari, *Teaching English as a foreign language (TEFL)*, Riau: Alaf Riau Gruba UNRI press, 2007, p. 115

<sup>14</sup> Thorndyke in Colin Harison, *Understanding Reading Development*, London: SAGE Publications. 2004, p. 51

- d. How are some of students not able to comprehend meaning in narrative text?
- e. How are some of students not able to make inference in narrative text?

## **2. Limitation of the Problem**

Based on the identification of the problems above, thus the problem of the research was limited to focus on using Question Generation strategy and reading comprehension of the second year students at MA Islamic Centre Al-Hidayah Kampar. Then, the reading text that was used by the writer in this research is Narrative text.

## **3. Formulation of the Problem**

The problems are formulated as follow:

- a. How is reading comprehension taughtby using Question Generation strategy of the second year students at MA Islamc Centre Al-Hidayah Kampar?
- b. How is reading comprehension taughtwithout using Question Generation strategy of the second year students at MA Islamc Centre Al-Hidayah Kampar?
- c. Is there any significant effect of using Question Generation strategy towards students' reading comprehension of the second year at MA Islamic Centre Al-Hidayah Kampar?

#### **D. The Objectives of the Research**

1. To find out the students' reading comprehension that is taught by using Question Generation strategy.
2. To find out the students' reading comprehension that is taught without using Question Generation strategy.
3. To find out whether there is any significant effect of the using Question Generation strategy towards reading comprehension of the second year at MA Islamic Centre Al-Hidayah Kampar.

#### **E. The Significance of the Research**

Related to the objectives of the research above, the significance of the research are as follows:

1. This research finding is expected to give the positive contribution related to the process of teaching and learning English especially in term of students in Reading Comprehension by Using Question Generation strategy at MA Islamic Centre Al-Hidayah Kampar.
2. To fulfill one of the requirements for the researcher to complete her undergraduate degree program at Department of English Education of Faculty of Education and Teacher Training of state Islamic University of Sultan Syarif Kasim Riau.
3. This research finding are also expected to contribute the development of teaching and learning English theoretically or practically as a foreign language and for those who are concerned very much in fill of language teaching and learning.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Reading Comprehension

Reading is a basic life skill. It is a cornerstone for a child's success in school, and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. In addition, Collin said that reading not only increase our life skill and extends our knowledge, it goes much deeper.<sup>1</sup> By reading the students can know everything for example about education, politic, social, culture, religion, health, etc. it mean reading is unlimited.

Reading is very expensive in learning a language. Moreillon stated that Reading is making meaning from print and from visual information.<sup>2</sup>It means students read more knowledge that they will get. They also can make their knowledge more than before. It can be happened if they can comprehend the text well. Reading determines how the students are able to think, that is has a fundamental effect on the development of the imagination, thus exerts a powerful influence on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person they are capable of becoming.

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<sup>1</sup>Collin Harison, *Op. Cit*, p. 3

<sup>2</sup> Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, Chicago: American Library Association, 2007, p. 10

According to Gilakjani and Ahmadi Reading is regarded as a major source of comprehensible input and as the skill that many serious learners most need to employ concluded:<sup>3</sup>

- a. Our understanding of reading is best considered as an interactive process that takes place between the reader and the text. The basic concept is that the reader reconstructs the text information based in part on the knowledge drawn from the text and in part from the prior knowledge available to the reader.
- b. Reading as an interactive process refers to the interaction of many component skills potentially in simultaneous operation; the interaction of these cognitive skills leads to fluent reading comprehension.

According to Grabe the complex process of reading, there are six general component skills and knowledge areas have been identified:<sup>4</sup>

- a. Automatic recognition skills: a virtually unconscious ability, ideally, requiring little mental processing to recognize text, especially for word identification.
- b. Vocabulary and structural knowledge: a sound understanding of language structure and a large recognition vocabulary
- c. Formal discourse structure knowledge : an understanding of how texts are organized and how information is put together into various genres of text

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<sup>3</sup>Abbas, Pourhosein Gilakjani and Seyedeh Masoumeh Ahmadi, The Relationship between L2 Reading Comprehension and Schema Theory: A Matter of Text Familiarity, *International Journal of Information and Education Technology*, Vol. 1, No. 2, June 2011, p. 143

<sup>4</sup>Grabe in Marianne Celce-Murcia, *Loc.Cit.*

- d. Content/world background knowledge; prior knowledge of text-related information and a shared understanding of the cultural information involved in text.
- e. Synthesis and evaluation skill/strategies: the ability to read and compare information from multiple sources, to think critically about what one reads, and to decide what information is relevant or useful for one's purpose
- f. Metacognitive knowledge and skill monitoring: an awareness of one's mental process and the ability to reflect on what one is doing and the strategies one is employing while reading.

Reading cannot be separated with comprehension because the purpose of reading activity is to comprehend what has been read. Comprehension a text is not easy. The readers must concentrate well when they read a text. Comprehension is the center of reading.<sup>5</sup> Exactly, comprehension is very important in reading. Catherine stated that there are three elements in comprehension:

- a. The reader who is doing the comprehending
- b. The text that is to be comprehended
- c. The activity in which comprehension is a part.

In addition, reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement

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<sup>5</sup> Karen Tankersley, *The Thread of Reading Strategies for Literacy Development*, United States of America: ASCD, 2003, p. 30

with written language.<sup>6</sup> Then, Reading comprehension is a technique for improving students' success in extracting useful knowledge from text. Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.<sup>7</sup> To comprehend, readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information from the page.

Reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much-more complex than merely decoding specific word.<sup>8</sup> So, reading comprehension includes some aspects. Reading comprehension is a multi components, highly complex process that involves many between interactions between readers and what they bring to the text(previous knowledge, strategy use) as well as variables related to the text itself(interest in text, understanding of the types).<sup>9</sup>

To comprehend, Catherine Snow also stated that reader must have a wide range of capacities and abilities. These include:<sup>10</sup>

- 1) Cognitive Capacity (e.g. attention, memory, critical, analytical ability, interference, and visualization ability).

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<sup>6</sup>Catherine Snow, 2002, *Reading for understanding: toward a R&D program in Reading Comprehension*, Santa Monica: RAND. 2002, p .11

<sup>7</sup> Blanton in Peter Westwood, *Op.Cit*, p. 21

<sup>8</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners*, New York: McGraw-Hill. 2005, p. 71

<sup>9</sup> Janette K. Klingner,et al, *Teaching Reading Comprehension to Student with the Learning Difficulties*, New York : The Guilford Press, 2007, p. 23

<sup>10</sup> Catherine Snow and Chair, *Op. Cit*, p. 13-14

- 2) Motivation ( a purpose for reading an interest in the content being read, and self-efficacy as the reader).
- 3) Various types of knowledge, (vocabulary, domain and topic knowledge, linguistic and discourse knowledge of specific comprehension strategies)

In addition, According Dorn and Soffos stated that comprehending involves interpreting and synthesizing ideas in ways that influence the reader's mind.<sup>11</sup> Furthermore, there are two levels of thinking and how each can shape comprehension:<sup>12</sup>

a). Surface level

The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text. This retrieval process involves short-term memory; thus, this level of understanding directly relates to the recency of the reading.

b). Deep level

The deep level of comprehension is a conceptual level of understanding that results from the reader's ability to think beyond the text, thus integrating the author's intentions with the reader's point of view. At this level, the author's message serves as a pivotal point in regulating the reader's deeper thinking. Deep comprehension is the result of the mind's

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<sup>11</sup>Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension: A Reading Workshop Approach*, Portland: Stenhouse. 2005, p. 14

<sup>12</sup>*Ibid*



analyzing and synthesizing multiple sources of information, thus lifting a reader's comprehension to new levels of meaning.

## **2. Teaching Reading Comprehension**

In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the students is one of the most crucial goals by the end of the teaching and learning process. In teaching reading is not easy, a teacher must have many strategies to teach reading to students. According to Harmer, there are some reasons why reading is taught. They are:

- a. Many of students want to be able to read texts in English either careers, for study purposes or simply for pleasure.
- b. Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.
- c. Reading texts also provide good models for English writing.
- d. Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts.
- e. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.<sup>13</sup>

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<sup>13</sup> Jeremy Harmer, *How to Teach English*, Edinburgh Gate: Edison Wesley Longman Limited. 2000, p. 68

Developing the fundamental competencies that comprise reading is the most basic goal. Besides that, Sadoski said that there are two form of teaching reading, such as:<sup>14</sup>

1). Instruction

Instruction means to put a structure of knowledge in form without. The teacher has it, the learners do not, and the teacher builds it into them.

2). Education

When the teacher educates the students, the teacher draws the desired knowledge or skill out of them. Education, then, means to draw learning out from within.

The important point in comprehending the text is related the goal. It means that the teacher must teach it. Therefore, teaching reading comprehension includes identify the meaning of the text and identify build the vocabulary, and understand about the text. Beside that, Hughes explained that teaching reading must teach about as follows; Identify pronominal references, main ideas, what kind text involve, topic, supporting details, recognize writer's intention, and making inferences.<sup>15</sup> Teaching reading is not only asking students to read the text, but also to guide them to comprehend the message of the text itself.

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<sup>14</sup>Mark Sadoski, *Conceptual Foundation of Teaching Reading*, New York: The Guildford press. 2004, p. 79-80

<sup>15</sup> Hughes Arthur. *Testing for Language Teacher*; 2<sup>nd</sup> Edition, Cambridge: Cambridge University, 2003, p. 139.

### 3. Narrative Text

There are various kinds of text learned by the students. One of them is narrative text. Narrative text tells about what is happening or what has happened. Narration is usually written in chronological sequence. Narratives are stories involving a sequence of related events.<sup>16</sup> A narrative text gives an account of one or more experiences. A narrative typically contains action, dialogue, elaborate details and humor. The text organization of narrative as follows:<sup>17</sup>

#### a. Orientation

In this part, the writer tries to set up the people, time and place. Another way to construct the orientation part is trying to answer the questions that use who, what, where, when and so on.

#### b. Complication

The complication is the heart structure of narrative text. the complication will determine whether the text “lives” or not. If the narrative text considers the “live” text, it will arouse the reader. It will intrude to the emotion of reader. Commonly, narrative text appears story text. In literary term, the complication structure is called conflict.

#### c. Resolution

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<sup>16</sup>Jean Jacques Weber, *Ways of Reading (3<sup>rd</sup> edition)*, New York : Routledge.2007, p. 251

<sup>17</sup>Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*, Sydney: University of New South Wales. 2005, p. 222

In the resolution stage, the problem has to be solved and the text normally finishes a resolution to the problem. Simply, this stage is the end of the text.

The language features of narrative text are:<sup>18</sup>

- 1) Specific participants. Often individual, participants with defined identities. Major participants are human or sometimes animals with human characteristics.
- 2) Past tense forms, because we are describing things that happened in the past.
- 3) Words giving details of people, animals, places, things, and actions, such as adjectives and adverbs.
- 4) Connectives of time or conjunctions, such as last week, then, after etc.

#### **4. The Factors that Influence Students' Reading Comprehension in Narrative Text**

Based on Kahayanto in Mubarak, there are some factors that influence students' reading comprehension in narrative text; those are internal factors and external factors. It will be explain as follows:

##### **a. Internal factors**

Internal factors means which comes from the reader himself, or usually known as personal factor. In addition, these factors also are

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<sup>18</sup> Jhon Barwick, *Targeting text: Narrative, Poetry, Drama*, Singapore: Green Giant Press, 2006, p. 6

classified into intelligent (IQ), motivation, attitude, and the purpose of reading.

- 1) Intelligent; while reading process, the reader will be remember the content of the text, understand it, difference it, and compare to analyze it.
- 2) Motivation; because if the reader does not have motivation in reading, the reader will not understand what is the text about.
- 3) Attitude; refer to how to the reader's attitude towards the purpose of their reading
- 4) Purpose of reading; the readers have known what the purpose of reading is and what the writer gets from reading process.

b. External factors

External factors are the factors that come from the outside of the students. These actors are an achievement, social economic, reading facilities and reading habits. The external factor can cause by two things, such as:

1) Reading material

The students' achievement in reading depends on the level of the difficulty of the text. Thus, it can influence students' reading comprehension if the text given is not at the right level of the difficulty of the readers or the students.

## 2) Teacher of reading

Teacher reading means here is the teacher should be careful in choosing the text and giving the task for the students. Because, he or she has connection to the students' reading comprehension in narrative text.

In addition, According Westwood, there are eight factors in students' reading comprehension, such as:<sup>19</sup>

- a) Limited vocabulary knowledge
- b) Lack of familiarity with the subject matter
- c) Problems with processing information
- d) Problems in recalling information after reading

Based on the explanation above, in this study the writer is interested to use question generation strategy to build up students' reading motivation and interest, furthermore want to see the effect of using question generation toward students' reading comprehension achievement. It is impossible for the students to understand on the text if he or she does not have interest and motivation to read. Therefore, it concludes that, the good interest and motivation result the good achievement of the students.

## 5. The Nature of Question Generation strategy

Kamalizad stated that "Question-generation is the purposeful posing and answering of questions about what is read, typically to make inferences

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<sup>19</sup> Peter Westwood, *What Teacher Needs to Know about Reading and Writing Difficulties*, Victoria: Acer Press, 2008, p. 33- 37

or reveal details (why, when, where, who, etc.) and specific information needed to deeply analyze a body of knowledge or process (e.g. investigation, experiment, classification, comparison or contrast), thus promoting progress toward improved reading comprehension”<sup>20</sup>. Question generation is a reading comprehension strategy where by readers ask and answer meaningful questions about the text’s important or main ideas while reading.<sup>21</sup>

Furthermore, Question generation is important because it ultimately improves students’ understanding of the text and teaches them to become independent self-questioners.<sup>22</sup> By asking questions, students actively engage and interact with the text. Students become aware of their ability to answer their questions and ultimately have a deeper understanding of the text. It means this strategy encourages students interact with the text and understand on the text.

Question Generation is important strategy for improving reading comprehension in general. Question Generation promotes active engagement with text, as well as increasing students’ ability to monitor comprehension.<sup>23</sup> Furthermore, Question Generation is instructional strategies that improves comprehension and promotes active engage by asking question.

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<sup>20</sup>Jalal Kamalizad, andKaveh Jalilzadehb, *Loc. Cit.*

<sup>21</sup> Sharo M.Look, *Effective Instructional Strategies Series: Question Generation*, U.S: Department of Education’s Institute of Education Sciences (IES), 2011, p. 9

<sup>22</sup>*Ibid*

<sup>23</sup>Robert Reid and Torri Ortiz Lienemann, *Loc.Cit.*

Based on some opinions above, writers conclude that Question Generation is a strategy of learning which is used by students to develop reading comprehension. This strategy gives emphasizing in asking question and gets most information of the text.

According Sharo stated that there are some advantages of using Question Generation strategy are in the following:<sup>24</sup>

- a. Question generation improves students' thinking about and understanding of the text.
- b. Question generation promotes active reading and processing.
- c. Question generation increases students' awareness of whether or not they comprehend what they are reading.
- d. Question generation helps students recall important ideas about new content.
- e. Question generation motivates students because they are answering their own questions rather than those posed by the teacher and/or the text.

#### **6. Using Question Generation Strategy towards Students' Reading Comprehension in Narrative text.**

Question generation is a reading comprehension strategy where by readers ask and answer meaningful questions about the text's important or main ideas while reading.<sup>25</sup> So it can help student to comprehend a text

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<sup>24</sup> Sharo M.Look., *Op.Cit*, p. 11-12

<sup>25</sup> *Ibid*



especially narrative text. Using Question generation strategy will help students identify main idea, most information and make inference.

To make it clearer, the writer would like to describe the teaching procedure of using Question Generation in Narrative Text as follows:

- a. Explain the students the meaning of narrative text
- b. Explain the generic structure of a narrative text and Language Feature
- c. Introduces Question Generation strategy and its function
- d. Explains the difference between locate- and think-type questions and using question stems
- e. Provides examples of question stems based on a narrative text and what appropriate responses look like.
- f. Gives Narrative text to students
- g. Asks students to read it and generate and answer some of questions.
- h. Asks students underline the answer or write notes next to the text where their questions are answered
- i. Asks students compare their generated questions in small groups, and check the answers they have given to follow-up questions
- j. Gives feedback to students.

## **B. Relevant Research**

According to Syafi'i, relevant research is required to observe some previous researcher conducted by other researchers in which they are relevant to our

research itself.<sup>26</sup> Besides, we have to analyze what the point that focused on, inform the design, finding and conclusion of the previous research, that of:

1. Jalal Kamalizada, Kaveh Jalilzadehb conducted a research entitled” The Effect of Question-Generation Reading Strategy on the Reading Comprehension of Iranian Intermediate EFL Learners”. He found that the mean score of experimental group which was taught by using question generation strategy was 26.23 while the mean score of control class which was taught by using conventional strategy reading classroom was 21.82. It means there was any significant difference between using question generation strategy for reading comprehension and using conventional strategy for reading comprehension in reading classroom. Furthermore, with consideration  $t_o = 5.92$  is higher than T-table either in significant 5% = 2.00 or in significant 1% = 2.65. It means that  $H_a$  is accepted and  $H_o$  is rejected. So, it can be concluded that there is significant difference between students’ reading comprehension taught by Question Generation<sup>27</sup>
2. Meri Gusti Ayu conducted the research entitled:” The effect of using Questioning the Author (QtA) Approach toward Students’ ability in Reading Comprehension at the Junior High School 1 Tambang. In this research, the type of the research was quasi experimental. The writer use nonrandomized control group pretest-posttest design. The writer used two classes, experimental class and control class. With consideration  $t_o =$

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<sup>26</sup> Syafi’I, *From Paragraph to A Research Report: A Writing of English For Academic Purposes*, Pekanbaru : LBSI, 2011, p. 122

<sup>27</sup> Jalal Kamalizad, and Kaveh Jalilzadehb, *Loc. Cit.*

12.000 is higher than T-table either in significant 5% = 2, 01 or in significant 1% = 2, 68. It means that  $H_a$  is accepted and  $H_o$  is rejected. So, it can be concluded that there is significant difference between students' reading comprehension taught by QtA approach and control class taught by using conventional strategy.<sup>28</sup>

### C. Operational Concept

In carrying out this research, it is necessary to clarify the variable used in analyzing the data. There are two variables, variable X and Y. Variable X is Effect of Using Question Generation Strategy. Variable Y is Students' Reading Comprehension.

#### 1. Variable X

##### a. Question Generation Strategy (Experimental class).

- 1) The teacher explains the students the meaning of narrative text.
- 2) The teacher explains the generic structure of a narrative text and Language Feature
- 3) The teacher introduces question generation strategy and its function
- 4) The teacher explains the difference between locate- and think-type questions and using question stems
- 5) The teacher provides examples of question stems based on Narrative text and what appropriate responses look like

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<sup>28</sup>Meri Gusti Ayu, "The effect of using Questioning the Author (QtA) Approach toward students' ability in reading comprehension at the Junior High School 1 Tambang", Pekanbaru : Unpublished, 2011, p. i

- 6) The teacher gives a narrative text for all students
- 7) The teacher asks students to read it and generate and answer the questions
- 8) The teacher asks students to underline or write notes next to the text where their questions are answered
- 9) The teacher asks student to find main idea, general information and specific information with answer the question they have just made
- 10) The teacher asks students compare their generated questions in small groups, and check the answers they have given to follow-up questions
- 11) The teacher gives feedback to students.

b. Skimming strategy ( Control Class)

- 1) The teacher asks the students to read on the Narrative text
- 2) The teacher asks the students to find out the meaning of unfamiliar words
- 3) The teacher asks students to answer the questions based on the text.
- 4) The teacher collected the students' assignments.

2. Variable Y

The indicators of Reading Comprehension:

- a) Students are able to identify the most information of the text
- b) The students are able to find main ideas of the text

- c) The students are able to find the meaning vocabulary of the text
- d) The students are able to identify reference of the text
- e) The students are able to make inference.

## **D. Assumption and Hypothesis**

### **1. Assumption**

In general, the assumption for this research can be exposed as the following:

- a. Students' reading comprehension with using Question Generation strategy is various.
- b. Students' reading comprehension without using Question Generation strategy is various.
- c. The better using Question Generation strategy is the better students' reading comprehension in narrative text will be.

### **2. Hypothesis**

- a. Alternative hypothesis ( $H_a$ )

There is any significant effect of using Question Generation strategy towards reading comprehension in narrative text of the second year students at MA Islamic Centre Al-Hidayah Kampar.

- b. Null hypothesis ( $H_0$ )

There is no significant effect of using Question Generation strategy towards reading comprehension in narrative text of the second year students at MA Islamic Centre Al-Hidayah Kampar.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Design

The type of this research is experimental research. Cresswell stated that an experiment research is testing an idea (practice or procedure) to determine whether it influences an outcome or dependent variable<sup>1</sup>. This research consists of two variables; independent variable (Variable X) referred to the effect of Question Generation strategy and Dependent Variable (Variable Y) referred to the reading comprehension. In conducting this research, the writer used two classes. The first class was used as an experimental class which was taught by using Question Generation strategy and the second class was used as control class which was taught by using Skimming strategy.

The design of this research was quasi-experimental design. According to Cresswell stated that quasi-experiment is experimental situation in which the researcher assigns participants to groups, but not randomly.<sup>2</sup> Furthermore, Gay and Airasian stated that quasi experimental design is used when the researcher keeps the students in existing classroom intact and the entire classrooms are assigned to treatment.<sup>3</sup>

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<sup>1</sup> Cresswell, John W, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, New Jersey: Pearson Educational International, 2008, P. 299

<sup>2</sup>*Ibid.* p. 313

<sup>3</sup> L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application* (6<sup>th</sup> Edition), New Jersey: Prentice.Hall, Inc. 2000, p. 398

The type of quasi-experimental design of this research is the non-equivalent control group design. In the non-equivalent control group design, the experimental and control classes were given pre-test and post-test. And only the experimental class was treated by using Question Generation strategy. The non-equivalent control group design can be shown below:<sup>4</sup>

#### **Nonequivalent Control Group Design**

O	X	O
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O	-	O

#### **B. The Location and Time of the Research**

This research was conducted of the second year students at MA Islamic Centre Al-Hidayah at East Kampar, Kampar Regency. Maximally, this research was conducted on Februari to April 2013.

#### **C. The Subject and Object of the Research**

Based on the title of the research, the subject of the research was conducted the second year students at MA Islamic Centre Al-Hidayah Kampar. Then the object of this research was the effect of using Question Generation toward reading comprehension.

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<sup>4</sup>Donald T. Campbell and Julian C, Stanley, *Experimental and Quasi-Experimental Design for Research*, USA: Houghton Mifflin Company, 1963, p. 47.



#### **D. The Population and Sample of the Research**

The population of this research was the second year students at MA Islamic Centre Al-Hidayah Kampar in 2012-2013 academic years. The total of the second year students are 109 students. It consists of 4 classes. There were two classes for science department, there was one class for social department and there was one for religious department. The detail number of students includes this following table:

**Table III.1**

**The Total Population of the Second Year Students of MA Islamic Centre Al-Hidayah Kampar 2012/2013**

<b>No</b>	<b>Class</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
1.	XI IPA1	12	17	29
2.	XI IPA2	12	18	30
3.	XI MAK	15	5	20
4.	IPS XI	17	13	30
		<b>Total</b>		<b>109</b>

Arikunto stated that the number of the subject is less than 100, it is better to take all the population and if the number of the subject is more than 100, it is better to take sample about 10-15% or 20-25% of the population.<sup>5</sup>In this research, the writer used the cluster sampling as the way to choose the sample of population. In cluster sampling, the writer selected sample based on the knowledge about the group itself. The writer chose the class of XI IPA1 and XI IPA2 as the sample of population. The writer used lottery to determineting experimental and control class. The writer prepared two rolled of papers which

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<sup>5</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2006, p. 134

were written both classes then the writer mixed them into a bottle. After that, the writer pulled one rolled of papers out to determinating experimental class and control class. Finally, XI IPA 1 as experimental class and XI IPA 2 as control class. Based on preliminary interview by asking the teacher at MA Islamic Centre Al-Hidayah Kampar, the two classes have similar characterictic and ability for the total of the students in the class even the achievement learning.

#### **E. The Technique of Collecting Data**

To find out the effect of using Question Generation strategy towards students' reading comprehension, the writer used Test technique. Test used test as instruments to collect data. The test was divided into two ways:

1. Pre-test was used to determine students' reading comprehension before getting treatment.
2. Post-test was used to determine students' reading comprehension after getting the treatment. Post-test was carried out once, during and after treatment, to get the maximum result.

According to Hughes, there are many techniques that can assess the students' reading comprehension; one of them is multiple choice techniques<sup>6</sup>. Then, the writer used multiple choice technique consisting of 20 items. Multiple choice technique was a technique designed by using four choice and the participant will choice one correct answer. This technique could assess the students; reading comprehension.

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<sup>6</sup>Arthur Hughes, *Op.Cit*, p. 143

After the students did the test. The writer then took the total score from the result of the reading comprehension test. The classification of the students' score can be seen below:<sup>7</sup>

**Table III.2**

**The Classification of Students' Score**

<b>Score</b>	<b>Categories</b>
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

#### **F. The Item Difficulties, Validity, and Reliability**

##### **1. The Item Difficulties**

Before getting the data, the writer used all of items in try out. The test were tried out to 20 students of the second year students on the other class out of the samples. Try out was intended to know the value of the test. The value itself was used to find out the level of difficulties of each item. The standard of value used was 0.30 and 0.70<sup>8</sup>.

The items that could not fulfil the standard value were replaced. The facility value under 0.30 is considered difficult and above 0.70 is considered easy. The level of difficulty was used to show how easy and difficult an item was. It was calculated by using the formula:<sup>9</sup>

$$P = \frac{B}{JS}$$

<sup>7</sup>Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara, 2009, p.

<sup>8</sup>*Ibid*, p. 208

<sup>9</sup>*Ibid*

Were:

P = Difficulty level

B = The number of correct answer

JS = The number of students

Then, the proportion correct was represented by “p” , whereas the proportion incorrect was represented by “q”.

**Table III.3**  
**The Students find themost information**

Variable	Finding the most information						N
Item No.	1	2	4	8	12	20	20
Correct	13	11	14	11	14	12	
P	0.65	0.55	0.70	0.55	0.70	0.60	
Q	0.35	0.55	0.30	0.45	0.30	0.46	

Based on the table above, the item numbers of question for finding the most information in narrative text were 1, 2, 4, 8, 12 and 20. It shown that the proportion of correct answer of the test. The proportion of correct answer for test item number 1 was 0.65, the proportion of correct answer for test item number 2 was 0.55, the proportion of correct answer for test item number 4 was 0.70, the proportion of correct answer for test item number 8 was 0.55, the proportion of correct answer for test item number 12 was 0.70, and the proportion of correct answer for test item number 20 was 0.60. The total correct answer of finding the most information was 0.62. Then, based on the standard level of difficulty “p” is  $>0.30$  and  $<0.70$ . So, the items of finding information in narrative text were accepted.

**Table III.4****The Students Identify Main Idea**

Variable	Identifying Main Idea				N
Item No.	2	6	11	17	20
Correct	11	13	14	12	
P	0.55	0.65	0.70	0.60	
Q	0,45	0.35	0.30	0.40	

Based on the table above, the item numbers of question for Identifying main idea in narrative text were 2, 9, 11 and 17. It shown that the proportion of correct answer of the test. The proportion of correct answer for test item number 2 was 0.55, the proportion of correct answer for test item number 9 was 0.65, the proportion of correct answer for test item number 11 was 0.70, and the proportion of correct answer for test item number 17 was 0.65. The total correct answer of identifying main idea was 0.60. Then, based on the standard level of difficulty “p” is  $>0.30$  and  $<0.70$ . So, the items of identifying main idea in narrative text are accepted.

**Table III.5****The Students Locate the Meaning of Vocabulary**

Variable	Locating the Meaning of Vocabulary				N
Item No.	3	8	14	18	20
Correct	12	11	11	13	
P	0.60	0.55	0.55	0.65	
Q	0.40	0.45	0.45	0.35	

Based on the table above, the item numbers of question for locating meaning of vocabulary in narrative text were 3, 8, 14 and 18. It shown that the proportion of correct answer of the test. The proportion of correct

answer for test item number 3 was 0.60, the proportion of correct answer for test item number 8 was 0.55, the proportion of correct answer for test item number 14 was 0.55 and the proportion of correct answer for test item number 18 was 0.65. The total correct answer of locating meaning of vocabulary was 0.60. Then, based on the standard level of difficulty “p” is  $>0.30$  and  $<0.70$ . So, the items of identifying main idea in narrative text are accepted.

**Table III.6**  
**The Students Identify Reference**

Variable	Identifying Reference			N
Item No.	5	9	13	20
Correct	14	10	12	
P	0.70	0.50	0.60	
Q	0.30	0.50	0.60	

Based on the table above, the item numbers of question for Identifying reference were 5, 9, and 13. It shown that the proportion of correct answer of the test. The proportion of correct answer for test item number 5 was 0.70, the proportion of correct answer for test item number 9 was 0.50, and the proportion of correct answer for test item number 13 was 0.60. The total correct answer of Identifying reference was 0.60. Then, based on the standard level of difficulty “p” is  $>0.30$  and  $<0.70$ . So, the items of identifying reference are accepted.

**Table III.7**  
**The Students Make Inference**

Variable	Making Inference			N
Item No.	10	15	19	20
Correct	14	13	14	
P	0.70	0.65	0.70	
Q	0.30	0.35	0.30	

Based on the table above, the item numbers of question for Identifying reference were 10, 15, and 20. It shown that the proportion of correct answer of the test. The proportion of correct answer for test item number 10 was 0.70, the proportion of correct answer for test item number 15 was 0.65, and the proportion of correct answer for test item number 20 was 0.60. The total correct answer of Identifying reference was 0.68. Then, based on the standard level of difficulty “p” is  $>0.30$  and  $<0.70$ . So, the items of identifying reference are accepted.

## 2. Validity

Every test, whether it is a short, informal classroom test, or a public examination should be as valid as the test constructor that can make it. The instrument of the test must aim at providing a true measure. The instrument of the test is valid if the instrument that used can measure the thing that will be measured<sup>10</sup>.

The purpose of try out was to obtain validity and reliability to the test. It was determined by finding the difficulty level of each item.

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<sup>10</sup>Riduwan, *Belajar Mudah Penelitian*, Bandung : Alfabeta, 2011, p. 55

To find validity the test writer use correlation product moment follows the formula:<sup>11</sup>

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

Where:

$r_{xy}$  = correlation product moment x and y

$\sum xy$  = total x and y

$\sum x^2$  = X quadrant

$\sum y^2$  = Y quadrant

$$r_{xy} = \frac{895}{\sqrt{2025 \cdot 1180}}$$

$$r_{xy} = \frac{895}{\sqrt{2389500}}$$

$$r_{xy} = \frac{895}{1545.80} = 0,57$$

If the validity test in 0,57, it means that the validity is **fair**. According to Arikunto stated that the range of validity are:<sup>12</sup>

**Tabel III.8**  
**The Standard of Validity of the Test**

NO	The Standard of Validity ( $r_{xy}$ )	Score
1	Excellent	0,800-1,00
2	Good	0,600-0,800
3	Fair	0,400-0,600
4	Poor	0,200-0,400
5	Very Poor	0,00-0,200

<sup>11</sup>Hartono, *Statistik untuk pendidikan*, Pekanbaru: Pustaka pleajar, 2004, p.75

<sup>12</sup>Suharsimi Arikunto. *Op.Cit.* p.75



### 3. Reliability

Arikunto stated that it is possible for the test is reliable but it is not valid, whereas the test is valid automatically, it is reliable. To obtain the reliability of the test given, the writer used Spearman- Brown formula as follows<sup>13</sup>:

$$r_{11} = \frac{2 r_{1/2 1/2}}{1 + r_{1/2 1/2}}$$

Where :

$r_{11}$ : Instrumen of reliability

$r_{1/2 1/2}$  :  $r_{xy}$  that mean as correlation of index

$$r_{11} = \frac{2 \times 0.57}{1 + 0.57}$$

$$r_{11} = \frac{1.14}{1.57}$$

$$r_{11} = \mathbf{0.72}$$

In conclusion, the validity of the test was categorized into **fair** level while the reliability of the test was categorized into **good** level. To make clear about this analysis, see in the appendices.

### G. The Technique of Data Analysis

In this research, the writer will analyze the data by using statistical method. First, the writer used the criteria of measuring the best score to find the effect of Question Generation towards students' reading comprehension.

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<sup>13</sup> Suharsimi Arikunto, *Prosedur penelitian*, Jakarta: PT Rineka Cipta, 2010, p. 223

Second, the writer used t- test to know whether or not the result of the research is statistically significant. The formula as follows<sup>14</sup>

$$t_o = \frac{Mx - My}{\sqrt{\frac{SD_x^2}{n-1} + \frac{SD_y^2}{n-1}}}$$

Where:

$t_o$  : The value of t-obtained

Mx : Mean score of experiment class

My : Mean score of control class

SDx : Standard deviation of experiment class

SDy : Standard deviation of control class

N : Number of the students

The t-table was employed to see whether or not there was significant between the mean score of both experiment and control group. The t-obtain value was consulted with the value of t –table at degree of freedom (df) = (N1+N2)-2.

Statistical hypothesis:

Ha =  $t_o > t\text{-table}$

Ho =  $t_o < t\text{-table}$

Criteria of Hypothesis:

Ha is accepted if  $t_o > t\text{-table}$  or there is effect of using Question Generation strategy towards student' reading comprehension

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<sup>14</sup> Hartono, *Statistik untuk Penelitian*, Yogyakarta : Pustaka Pelajar, 2009, p. 193

$H_0$  is accepted if  $t_0 < t_{\text{table}}$  or there is no effect of using Question Generation strategy towards student' reading comprehension.

Before the researcher analyzed the data by using statistical parametric, the data should be tested to know the homogeneity variance. The homogeneity variance was analyzed by using F formula<sup>15</sup>:

$$F = \frac{\text{The highest variance}}{\text{The lowest variance}}$$

#### **H. The Organization of Reading**

The result of this research was presented in a report which consisted of five chapters. Chapter one was about introduction. It consisted of four subheadings, such as the background of the problem. The second subheading is definition of the term, then the third the problem which consists of three parts; they are identification of the problem, limitation of the problem and formulation of the problem. The last subheading is about the objective and the significance of the research.

Chapter two is about review of literature. There are four subheadings in this section. The first one is the theoretical framework. In this part, consists of the nature of reading, the natural of reading comprehension, teaching reading comprehension, narrative text, the factors that influence students' reading comprehension in narrative Text, the nature of question generation strategy, and using question generation strategy towards students' Reading comprehension in

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<sup>15</sup>Riduwan, *Op Cit*, p. 140

narrative text. The second subheading is the relevant research. The relevant research means that another research that relates to the research variable, or relates one of the two variables in the research. The next one is operational concept. In this section, the researcher explains briefly about variable in the research. There are two variables: variable X and variable Y. variable X is question generation strategy (experiment class) and Skimming strategy (Control class) and variable Y is students' reading comprehension in narrative text. The last subheading in chapter two is assumption and hypotheses.

Chapter three is about research methodology. In this chapter consists of eight subheadings such as research design, the location and time of the research, the object and subject of the research, the population and sample of the research, the technique of collection data, the technique of data analysis, and the last one is the organization of reading.

Chapter four is about the presentation and data analysis. The last chapter is the conclusions and suggestion, furthermore, bibliography at the end of the research paper is Appendix.

## CHAPTER IV

### DATA PRESENTATION AND DATA ANALYSIS

#### A. The Description of Research Procedure

The purpose of the research was to obtain the students' reading comprehension taught by using Question Generation strategy and taught by using Skimming strategy, and also to know the significant effect between the students' reading comprehension that was taught by using Question Generation strategy. The data were obtained from students' scores of experimental and control classes.

Before taking the data from the sample, the writer tried out the test to one of the second year classes in order to prove whether the test was reliable or not. The result of reliability found in the try out was 0.72. It means that the test was highly reliable. Then, the writer gave pre-test to experimental class (XI IPA 1) and control class (XI IPA 2). The writer asked the students to answer some questions based on the text given; the test was about narrative text. Then, the writer gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the writer used the test-retest method<sup>1</sup> of narrative text to test students' reading comprehension for the post-test of experimental class. While for control class, which was taught without giving treatments, the researcher used the test-retest method<sup>2</sup> of narrative text for their post-test. The result of reading test was evaluated by focusing on five components below:

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<sup>1</sup>Hughes, Arthur. *Op. Cit.* p. 39

<sup>2</sup>*Ibid*

1. The Students are able to identify main idea in narrative text
2. The Students are able to identify generic structure in narrative text
3. The Students are able to identify language feature in narrative text
4. The students are able to identify references in narrative text
5. The students are able to make inference in narrative text.

The total of pre-test and posttest for both classes were different. The total score of pre-test in experimental class was 1705, while the highest score was 70 and the lowest was 40. The total score of pre-test in control class was 1660, while the highest score was 75 and the lowest was 40. The total score of post-test in experimental class was 2015, while the highest score was 85 and the lowest score was 50. The total score of post-test in control class was 1820, while the highest score was 80 and the lowest score was 50.

The data of this research were gotten from the score of students' experimental and control classes. The test was composed of 20 items, and each item was given score 5. The final score was analyzed by using the following formula<sup>3</sup>:

$$Final\ Score = \frac{Total\ Correct\ Answer}{Total\ Questioner} \times 100$$

## B. The Data Presentation

The data of this research were gotten from the score of students' pre-test and post-test. The data were collected through the following procedures:

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<sup>3</sup>Anas Sudijono, *Pengantar Statistik Pendidikan*. Jakarta: PT. Rajafindo Persada, 2008, p. 32

1. The experimental class and the control class got pre-test, asked them to answer the questions based on the reading text given (multiple choices).
  2. The experimental class got treatment, it was taught by using Question Generation strategy, while the control class was taught by using Skimming strategy.
  3. Both classes got post-test, asked them to answer the questions based on the reading narrative text.
- a) The Students' Reading Comprehension was taught by Using Question Generation Strategy**

The data of the students' reading comprehension was taught by using Question Generation strategy were gotten from pre-test and post-test of XI IPA1 as an experimental class. The data can be seen from the table below:

**Table IV.1**  
**The Score of the Students' Reading Comprehension wastought by**  
**Using Question Generation Strategy**

No	Students	Experimental Class			
		Post-test Score		Classification	
		Pre-test	Post-test	Pre-test	Post-test
1	Student 1	50	65	Less	Enough
2	Student 2	40	70	Less	Good
3	Student 3	70	60	Good	Enough
4	Student 4	70	80	Good	Very good
5	Student 5	65	70	Enough	Good
6	Student 6	60	60	Enough	Enough
7	Student 7	50	70	Less	Good
8	Student 8	45	70	Less	Good
9	Student 9	70	85	Good	Very good
10	Student 10	50	60	Less	Enough
11	Student 11	65	75	Enough	Good
12	Student 12	70	75	Good	Good
13	Student 13	45	50	Less	Less
14	Student 14	60	65	Enough	Enough
15	Student 15	75	80	Good	Very good
16	Student 16	60	75	Enough	Good
17	Student 17	45	70	Less	Good
18	Student 18	70	75	Good	Good
19	Student 19	55	60	Less	Enough
20	Student 20	60	65	Enough	Enough
21	Student 21	70	75	Good	Good
22	Student 22	65	65	Enough	Enough
23	Student 23	60	70	Enough	Good
24	Student 24	60	75	Enough	Good
25	Student 25	55	65	Less	Enough
26	Student 26	40	50	Less	Less
27	Student 27	75	80	Good	Very good
28	Student 28	50	80	Less	Very good
29	Student 29	55	75	Less	Good
Total		1705	2015		



From the table above, the writer found that the total score of pre-test in experimental class was 1705. The highest was 75 and the lowest was 40 and the total score of average from post-test in experimental class was 2015. The highest was 85 and the lowest was 50. It means that the students made a significant effect of their reading comprehension. To clarify the students score, it is needed a frequency description. The frequency distribution of the pre-test students' reading comprehension test score is as follows:

**Table IV.2**

**The Frequency of Students' Pre-test Score of Experimental Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
40,00	2	6,9	6,9	6,9
45,00	3	10,3	10,3	17,2
50,00	4	13,8	13,8	31,0
55,00	3	10,3	10,3	41,4
Valid 60,00	6	20,7	20,7	62,1
65,00	3	10,3	10,3	72,4
70,00	6	20,7	20,7	93,1
75,00	2	6,9	6,9	100,0
Total	29	100,0	100,0	

Based on table above, it can be seen that there were 29 students in experimental class. In pre-test the student who got score 40 were 2 student (6.9%), the student who got score 45 were 3 students (10.3%), the students who got score 50 were 4 students (13.8%), the students who got score 55 were 3 students (10.3%), the students who got score 60 were 6 students (20.7%), , the students who got score 65 were 3 students (10.3%), the students who got score 70 were 6 students (20.7%) and the students who got score 75 were 2 students (6.9%).

**Table IV.3**  
**The Frequency of Students' Post-Test**  
**Score of Experimental Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50,00	2	6,9	6,9	6,9
60,00	4	13,8	13,8	20,7
65,00	5	17,2	17,2	37,9
70,00	6	20,7	20,7	58,6
75,00	7	24,1	24,1	82,8
80,00	4	13,8	13,8	96,6
85,00	1	3,4	3,4	100,0
Total	29	100,0	100,0	

Based on table above, it can be seen that there were 29 students in experimental class. In post-test, the students who got score 50 were 2 students (6.9%), the students who got score 60 were 4 students (13.8%), the student who got score 65 were 5 student (17.2%), the students who got score 70 were 6 students (20.7%), the students who got score 75 were 7 students (24.1%), the students who got score 80 were 4 students (13.8%), and the student who got score 85 was only 1 students (3.4%).

Besides, the mean and standard deviation were also needed in analyzing data which was gotten from the score of pre-test and post-test. The mean and standard deviation of pre-test and post-test of experimental class are in the following table:

**Table IV.4**  
**The Mean and Standard Deviation of Pre-Test and Post-Test of**  
**Experimental Class**

	Mean	Std.Dev
Pre-test	58.79	10.40
Post-test	69.48	8.69

Based on the table above, it can be seen that mean of pre-test was 58.79 and standard deviation was 10.40. While mean of post-test was 69.48 and standard deviation was 8.69.

The writer then classified the post-test result of control class of the students of the second year at MA Islamic Centre Al-Hidayah Kampar to know the category of the students' reading comprehension scores. The classification can be seen from the following table:

**Table IV.5**  
**The Classification of Experimental Class Score (Post-test)**

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	5	17.25%
2	Good	66-79	13	44.83%
3	Enough	56-65	9	31.03%
4	Less	40-55	2	6.89%
5	Fail	30-39	-	0%
Total			29	100%

From the table above, it can be seen that there was 5 categories for students' reading comprehension of experimental class. The frequency of very good category was 5 (17.25%), the frequency of good category was 13 (44.83%), the frequency of enough category was 9 (31.03%), the frequency of less category was 2 (6.89%) and there is no students who was categorized into fail category. The table shown that the highest percentage of

experimental class was 44.83%. Thus, the majority of the students in experimental class are classified as **good**.

**b) The Students' Reading Comprehension was taught by Using Skimming Strategy**

The data of students' reading comprehension was taught by using Skimming strategy were also taken from pre-test and post-test of XI IPA 2 as a control class. The data can be seen from the table below:

**Table IV.6**  
**The Score of the Students' Reading Comprehension was taught**  
**By Using Skimming Strategy**

No	Students	Control Class			
		Score		Classification	
		Pre-test	Post-test	Pre-test	Post-test
1	Student 1	60	65	Enough	Enough
2	Student 2	55	65	Less	Good
3	Student 3	60	60	Enough	Enough
4	Student 4	65	70	Enough	Good
5	Student 5	60	55	Enough	Good
6	Student 6	50	65	Less	Enough
7	Student 7	40	50	Less	Less
8	Student 8	55	60	Less	Enough
9	Student 9	50	60	Less	Enough
10	Student 10	70	75	Good	Good
11	Student 11	50	55	Less	Less
12	Student 12	60	65	Enough	Enough
13	Student 13	40	60	Less	Enough
14	Student 14	65	60	Enough	Enough
15	Student 15	45	55	Less	Less
16	Student 16	55	60	Less	Enough
17	Student 17	75	80	Good	Very good
18	Student 18	60	55	Enough	Less
19	Student 19	50	60	Less	Enough
20	Student 20	40	50	Less	Less
21	Student 21	60	75	Enough	Good
22	Student 22	50	55	Less	Less
23	Student 23	60	65	Enough	Enough
24	Student 24	65	70	Enough	Good
25	Student 25	40	60	Less	Enough
26	Student 26	60	65	Enough	Enough
27	Student 27	55	60	Less	Enough
28	Student 28	65	80	Enough	Very good
29	Student 29	40	60	Less	Enough
30	Student 30	60	65	Enough	Enough
Total		1660	1820		

From the table above, the writer found that the total score of pre-test in control class was 1660. The highest was 75 and the lowest was 40, meanwhile the total score of post-test in control class was 1820. The highest was 80 and the lowest was 50. It means that the students have little progress in their reading comprehension. To clarify the students score, it is needed a frequency description. The frequency distribution of the pre-test students' reading comprehension test score is as follows:

**Table IV.7**  
**The Frequency of Students Pre-Test Score of Control Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
40,00	5	16,7	16,7	16,7
45,00	1	3,3	3,3	20,0
50,00	5	16,7	16,7	36,7
55,00	4	13,3	13,3	50,0
Valid 60,00	9	30,0	30,0	80,0
65,00	4	13,3	13,3	93,3
70,00	1	3,3	3,3	96,7
75,00	1	3,3	3,3	100,0
Total	30	100,0	100,0	

Based on the table above, it can be seen that there were 30 students in control class. In pre-test the student who got score 40 was 5 students (16.7%), the student who got score 45 was only 1 student (3.3%), the students who got score 50 were 5 students (16.7%), the students who got score 55 were 4 students (13.3%), the students who got score 60 were 9 students (30.0%), the students who got score 65 were 4 students (13.3%), the student who got score 70 was only 1 student (3.3%), and the student who got score 75 was only 1 student (3.3%).

**Table IV.8**  
**The Frequency of Students Post-Test Score of Control Class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50,00	2	6,7	6,7	6,7
	55,00	5	16,7	16,7	23,3
	60,00	10	33,3	33,3	56,7
	65,00	7	23,3	23,3	80,0
	70,00	2	6,7	6,7	86,7
	75,00	2	6,7	6,7	93,3
	80,00	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

Based on table above, it can be seen that there were 30 students in control class. In post-test the student who got score 50 were 2 students (6.7%), the student who got score 55 were 5 students (16.7%), the student who got score 60 were 10 students (33.3%), the student who got score 65 were 7 student (23.3%), the student who got score 70 were 2 students (6.7%), the students who got score 75 were 2 students (6.7%), and the students who got score 80 were 2 students (6.7%),

The mean and standard deviation of pre-test and post-test of control class are in the following table:

**Table IV.9**  
**The Mean and Standard Deviation of Pre-test**  
**and Post-test of Control Class**

	Mean	Std.Dev
Pre-test	55.33	9.463
Post-test	62.67	7.739

Based on the table above, it can be seen that mean of pre-test was 58.79 and standard deviation was 10.40. While mean of post-test was 69.48 and standard deviation was 8.69.

The writer then classified the post-test result of control class of the students of the second year at MA Islamic Centre Al-Hidayah to know the category of the students' reading comprehension scores. The classification can be seen from the following table:

**Table IV.10**  
**The Classification of Control Class Score (Post-test)**

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	2	6.67%
2	Good	66-79	4	13.33%
3	Enough	56-65	17	56.67%
4	Less	40-55	7	23.33%
5	Fail	30-39	-	0%
Total			30	100%

From the table above, it can be seen that there were 5 categories for students' reading comprehension of control class. The frequency of very good category was 2 (6.67%), the frequency of good category was 4 (13.33%), the frequency of enough category was 17 (56.67%), the frequency of less category was 7 (23.33%) and there is no students who was categorized into fail category. The table shown that the highest percentage of control class was 56.67%. Thus, the majority of the students in control class were classified as **enough**.



**c) The Data Presentation of the Effect of Using Question Generation Strategy towards Students' Reading Comprehension**

The following table is the description of pre-test and post-test score of both experiment and control class.

**Table IV.11**  
**Students Pre-test and Post-test Score of Experimental**  
**Class and Control Class**

No	Students	Experimental Class			Control Class		
		Pre-test	Post-test	Gain	Pre-test	Post-test	Gain
1	Students 1	50	65	15	60	65	5
2	Students 2	40	70	30	55	65	10
3	Students 3	70	60	-10	60	60	0
4	Students 4	70	80	10	65	70	10
5	Students 5	65	70	5	60	55	-5
6	Students 6	60	60	0	50	65	15
7	Students 7	50	70	20	40	50	10
8	Students 8	45	70	25	55	60	5
9	Students 9	70	85	15	50	60	10
10	Students 10	50	60	10	70	75	5
11	Students 11	65	75	10	50	55	5
12	Students 12	70	75	5	60	65	5
13	Students 13	45	50	5	40	60	20
14	Students 14	60	65	5	65	60	-5
15	Students 15	75	80	5	45	55	5
16	Students 16	60	75	15	55	60	5
17	Students 17	45	70	25	75	80	5
18	Students 18	70	75	5	60	55	-5
19	Students 19	55	60	5	50	60	10
20	Students 20	60	65	5	40	50	10
21	Students 21	70	75	5	60	75	15
22	Students 22	65	65	0	50	55	5
23	Students 23	60	70	10	60	65	5
24	Students 24	60	75	15	65	70	5
25	Students 25	55	65	10	40	60	20
26	Students 26	40	50	10	60	65	5
27	Students 27	75	80	5	55	60	5
28	Students 28	50	80	30	65	80	15
29	Students 29	55	75	15	40	60	20
30	Students 30	-	-	-	60	65	5
	Total	1705	2015	305	1660	1820	220

From the table above, it can be seen that there was actually significant difference between pre-test and post-test in experiment class. It could also be seen from the difference of the gain in the experimental class and control class.

The homogeneity of the test was obtained from the result of standard deviation of pre-test in experimental and control class. The description of variance score of Experiment and Control Class in the following table:

**Table. IV.12**  
**Variance score of Experiment and Control Class**

Sample of variance Score	Experiment Class	Control Class
S <sup>2</sup>	108.16	89.54
N	29	30

Calculate highest and shortest:

$$F_{hitung} = \frac{\text{highest variance}}{\text{lowest variance}} = \frac{108.16}{89.54} = 1,20$$

Compare with  $F_{\text{obtain}}$  score with  $F_{\text{table}}$  score

Formula :  $db_{\text{pembilang}} = n - 1 = 29 - 1 = 28$  (highest variance)

$db_{\text{penyebut}} = n - 1 = 30 - 1 = 29$  (lowest variance)

Significant level ( ) = 0,05, so  $F_{\text{tabel}} = 1.87$

Criteria :

If  $F_{\text{obtain}} > F_{\text{table}}$ , so no homogen

If  $F_{\text{obtain}} \leq F_{\text{table}}$ , so homogen

In conclusion,  $F_{hitung} < F_{tabel}$  or  $1,20 < 1.87$ , It means that the variances were **homogeny variances**. Further, the complicated calculating can be seen on the appendix.

### C. The Data Analysis

#### 1. The Students' Reading Comprehension being taught by Using Question Generation Strategy

The following table is the description of the data of the pre-test and post-test score of experimental class. It was obtained from the result of the students' reading comprehension test. The data are described as follows:

**Table IV.13**  
**Students' Pre-Test and Post-Test Scores of Experimental Class**

Valid of Pre-test	Frequency of Pre-test	Standard Graduated	Valid of Post-test	Frequency of Post-test	Standard Graduated
40	2	No Pass	50	2	No Pass
45	3	No Pass	60	4	No Pass
50	4	No Pass	65	5	NoPass
55	3	No Pass	70	6	Pass
60	6	No Pass	75	7	Pass
65	3	No Pass	80	4	Pass
70	6	Pass	85	1	Pass
75	2	Pass	-	-	-
Total	29			29	

Based on the table above, data obtained in the pre-test of experimental class there were 21 students who did not pass the graduated standard school (KKM) or the score was <70, and there were 8 students who passed the graduated standard(KKM) or the score was 70.

The percentage of students who did not pass the graduated standard(KKM) as follows:

$$\frac{21}{29} \times 100\% = 72.42\%$$

The percentage of students who pass the graduated standard(KKM) as follows:

$$\frac{8}{29} \times 100\% = 27.38\%$$

Based on the data obtained in the post-test of experimental class there were 11 students who did not pass the graduated standard(KKM) or the score was <70, and there were 18 students who passed the graduated standard (KKM) or the score was 70.

The percentage of students who did not pass the graduated standard (KKM) is as follows:

$$\frac{11}{29} \times 100\% = 37.93\%$$

The percentage of students who passed the graduated standard (KKM) is as follows:

$$\frac{18}{29} \times 100\% = 62.07\%$$

## **2. The Students' Reading Comprehension being without Question Generation Strategy**

The following table is the description of the data of the pre-test and post-test scores of Control class. It was obtained from the result of the students' reading comprehension test. The data are described as follows.

**Table IV.14**  
**Students' Pre-Test and Post-Test Scores of Control Class**

Valid of Pre-test	Frequency of Pre-test	Standard Graduated	Valid of Post-test	Frequency of Post-test	Standard Graduated
40	5	No Pass	40	-	No Pass
45	1	No Pass	45	-	No Pass
50	5	No Pass	50	2	No Pass
55	4	No Pass	55	5	No Pass
60	9	No Pass	60	10	No Pass
65	4	No Pass	65	7	No Pass
70	1	Pass	70	2	Pass
75	1	Pass	75	2	Pass
80	-	No Pass	80	2	Pass
85	-	No Pass	85	-	No Pass
Total	30			30	

Based on the data above, data obtained in the pre-test of control class there were 28 students who did not pass the graduated standard(KKM) or the score obtained was <70, while there were 2 students who passed the graduated standard (KKM) or the score was 70.

The percentage of students who did not pass the graduated standard(KKM) is as follows:

$$\frac{28}{30} \times 100\% = 93.3\%$$

The percentage of students who pass the graduated standard (KKM) is as follows:

$$\frac{2}{30} \times 100\% = 6.67\%$$

Based on the data obtained in the post-test of control class there were 24 students who did not pass the graduated standard (KKM) or the score

was <70, and there were 6 students who passed the graduated standard(KKM) or the score was 70.

The percentage of students who did not pass the graduated standard(KKM) is as follows:

$$\frac{24}{30} \times 100\% = 80\%$$

The percentage of students who pass the graduated standard (KKM) is as follows:

$$\frac{6}{30} \times 100\% = 20\%$$

### **3. The Analysis of the Effect of Using Question Generation Strategy towards Students' Reading Comprehension**

In analyzing the data, the data were obtained through pre-test and post test. The writer used SPSS 20 program.

- a. The result of mean and standard deviation of pre test in experimental and control class

**Table VI.15**

#### **Statistic of Pre Test (Experiment and Control Class)**

	N	Mean	Std. Deviation	Std. Error Mean
Experimental	29	58,79	10,407	1,932
Control	30	55,33	9,462	1,727

Based on table above, mean of pre test for experiment class was 58.79 and standard deviation for experimental class was 10.407. Then, mean of pre test of control class was 55.33 and standard deviation was 9.462.

- b. The result of mean and standard deviation of post-test in experimental and control class

**Table IV.16**

**Statistic of Post-Test (Experiment and Control Class)**

	N	Mean	Std. Deviation	Std. Error Mean
Experimental	29	69.48	8.695	1.614
Control	30	62.67	7.738	1.412

Based on table above, mean of post test for experiment class was 69.48 and standard deviation for experimental class was 8.695. Then, mean of post test of control class was 62.67 and standard deviation was 7.738.

- c. To obtain the result of the effect of Question Generation strategy towards reading comprehension, the formula of T-test can be seen below:

$$t_{o} = \frac{Mx - My}{\sqrt{\frac{SDx^2}{N-1} + \frac{SDy^2}{N-1}}}$$



$$\begin{aligned}
&= \frac{69.48 - 58.79}{\sqrt{\frac{8.695^2}{28} + \frac{10.40^2}{29}}} \\
&= \frac{10.69}{\sqrt{\frac{8.695^2}{5.29} + \frac{10.40^2}{5.38}}} \\
&= \frac{10.69}{\sqrt{1.64^2 + 1.93^2}} \\
&= \frac{10.69}{\sqrt{2.6896 + 3.7249}} \\
&= \frac{10.69}{\sqrt{6.4145}} \\
&= \frac{10.69}{2.532} \\
&= 4.221
\end{aligned}$$

The degree of freedom

$$df = N_1 + N_2 - 2$$

$$= 29 + 30 - 2$$

$$= 57$$

After accounting the degree of freedom, the writer got result that “t” formulated, 4.221 was higher than “t” table in level significant 5% = 2.00 and 1% = 2.68. It can be see that  $2.00 < 4.221 < 2.65$ .

The interpretation of hypothesis can be seen below:

$$H_a = t_o > t\text{-table}$$

$$H_o = t_o < t\text{-table}$$

$H_a$  is accepted if  $t_o > t\text{-table}$  or there is effect of using question generation strategy towards student’ reading comprehension.

$H_o$  is accepted if  $t_o < t\text{-table}$  or there is no effect of using question generation strategy towards student’ reading comprehension.

Based on interpretation above, writer can conclude that the score of  $t_0 > t_t$ . It means that there is a significant effect of question generation strategy towards reading comprehension of the second year students at MA Islamic Centre Al-Hidayah Kampar.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the data analysis and research finding in chapter IV, finally the research about the effect of using Question Generation strategy towards reading comprehension of the second year students atMA Islamic Centre Al-Hidayah Kampar comes to the conclusion as follows:

1. Students' reading comprehensiontaught by using Question Generation Strategies was categorized into **good** level.
2. Students' reading comprehension without Question Generation Strategies was categorized into **enough** level.
3. There is a significant effect on students' reading comprehensionfrom those students who was taught byusing Question Generation strategy of the second year students atMA Islamic Centre Al-Hidayah Kampar.So, it can be concluded that Question Generationstrategy has a positive effect on reading comprehension of the second year students atMA Islamic Centre Al-Hidayah Kampar.

#### **B. Suggestion**

Based on research finding, the researcher would like to give some suggestion:

1. Suggestion for the teacher:
  - a. It is recommended to teacher always keep to use different strategy in teaching and learning process.

- b. It is hoped that the teacher teaches reading class from the easiest to the most difficult one.
  - c. The teacher should build a favorable atmosphere at time of teaching learning process because the conducive condition in teaching would become one asset to carry out the success of material taught.
2. Suggestion for the students:
- a. The students should try to understand the use of Question Generation strategy in reading comprehension
  - b. The students should pay more attention to the lesson being explained by the teacher.

Finally, the researcher considers that this research still needs validation from the next researcher who has the same topic as this research.

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